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ABSTRACT

"Games" is a decision-making prccess for groups to use in analyzing the educational needs of a school. During three group sessions, a moderator leads the participants through a series of activities in which they identify: 1) concerns about the educational program, 2) needs for program improvement, 3) resources that are being used in relation to these needs, and 4) resources that could be used. This guide lists and defines each activity's purpose, procedure, outcome, and relationship tc the next activity. "Players" include participants, facilitators (moderators), and recorders. Games can be adapted for the evaluation of different types of educational programs. (CJ)

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GAMES PEOPLE OUGHTA PLAY

A Group Process for Needs Assessment
and Decision-Making for
Elementary and Secondary Schools

A Manual for the Facilitator

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An APEX Publication

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This manual draws on several years of experience in using group processes for decision-making. We gratefully acknowledge the contributions of members of the Instructional Support Services staff, who have successfully demonstrated variations of the processes incorporated here; of Carol Serrell, who wrote an earlier version of the manual; and of Mike Doyle, whose training in making meetings work benefited us all.

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Doyle, Michael and David Straus. *How to Make Meetings Work.* Chicago: Playboy Press, 1976.

Scornaienchi, August and Stanley Shalit. *A Process Guide for Using the U-Do-It Program Option to Plan for School Improvement.* Hayward: Alameda County Office of Education, 1979.

Other APEX publications:

A Comprehensive Needs Assessment Module (ACNAM):

- Manuals
- Surveys
- Cassette Tapes
- Data Analysis Guide

WHY GAMES?

Games is a decision-making process for groups to use in analyzing the educational needs of a school. During three group sessions a facilitator guides the participants through a series of activities in which they identify:

- Concerns about the educational program
- Needs for program improvement
- Resources that are being used in relation to the needs
- Resources (currently unavailable or unidentified) that could be used

Participation in **Games** is quickly paced, lively, and enjoyable. The rules for each activity promote cooperation and collaboration among the players.

In addition to providing time and space for everyone to contribute, the facilitator helps the group follow the rules, encourages participation by individuals who are reluctant to offer their ideas, sets the pace for the activities, and completes each activity within the specified time period.

Participation in the activities is clearly purposeful from the viewpoint of the group. Individual contributions are written down and become part of a record or outcome of each activity. Brainstorming activities to generate information are followed by activities in which the outcomes of the brainstorming are condensed and prioritized. In the final activity, the group organizes selected outcomes to develop a statement of needs for improving the school program.

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WHO ARE THE PLAYERS?

The players include members of the participant group, a lead facilitator, assistant facilitators, and recorders.

The **participants** are the source of information and ideas from which the outcomes are developed. School staff and parents are included at all grade levels. Students also participate at the secondary levels. For a more complete assessment of needs, each subgroup within the school community (e.g., teaching staff, resource staff, administration, parents, planning committee) should be represented in the participant group. These groups can be defined best at each school site.

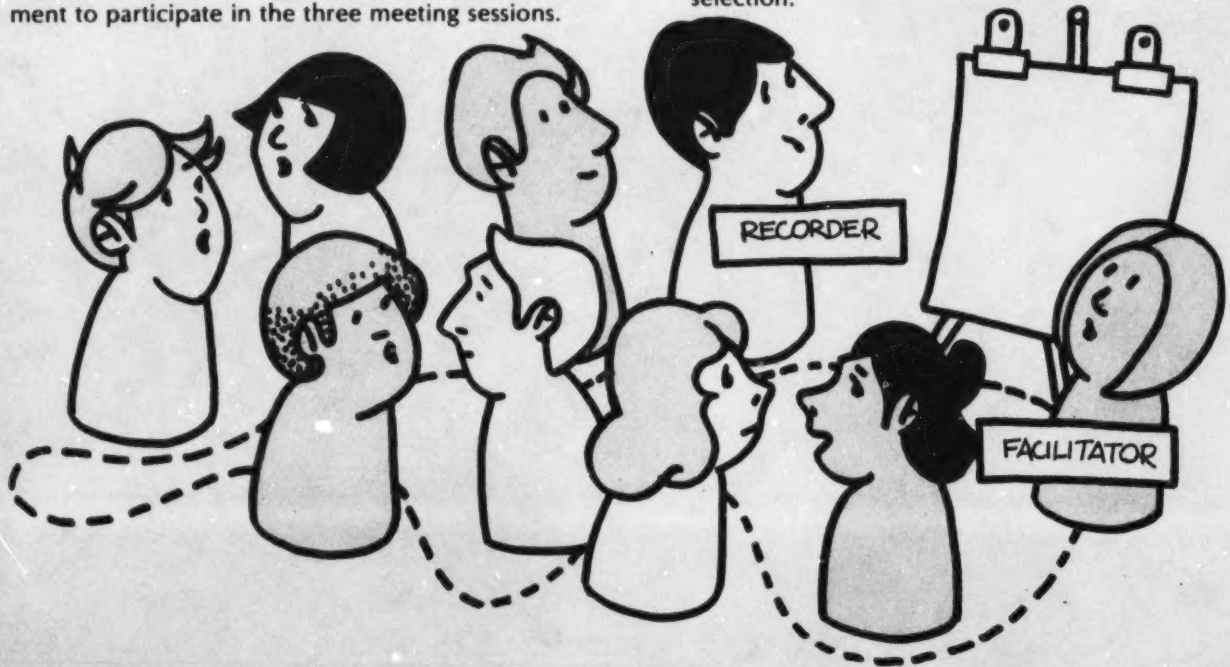
Fifteen to 25 participants is the optimal range for the size of the participant group. A smaller number of persons will not be able to deal with all of the concerns raised by the group during the time allocated for each of the activities. A larger number of persons will tend to limit participation in the total group activities and lead to the creation of too many small groups.

The continuity of the participant group is essential for success in **Games.** Each person should make a commitment to participate in the three meeting sessions.

Recorders may be members of the participant group who serve on a rotating basis or they may come from outside of the group. They record the essence of each player's contribution on large sheets of newsprint in front of the group. A complete description of this role appears on page 22.

Facilitators act as neutral moderators in the activities, giving each player time and space to contribute. One **lead facilitator** has responsibility for the organization prior to **Games,** leading the activities during **Games,** and conducting the follow-up activities. **Assistant facilitators** lead the small group activities.

The choice of a facilitator is the first step for implementing **Games.** Since this person can be a staff member, a parent, or a community person, the choice should be made collaboratively by representatives of all the groups that will be involved in **Games.** Guidelines for making the choice are outlined on the following page. Two sections of the manual, **On Being a Facilitator,** and **Typical Situations a Facilitator Will Encounter,** provide additional information that can be useful in making the selection.



SELECTING A FACILITATOR

The assumption guiding the development of this manual is that the lead facilitator is selected from the school community — staff, parents, or community persons — and has little or no experience with facilitating the types of activities used in **Games.** Ideally, the person in this role would come from outside of the school community (to assure neutrality) and would have had experience with group processes. However, few schools have access to trained facilitators.

Facilitators need skills to work with people, as well as skills to work independently in planning and organizing for the activities. It is important that the person in this role be able to interact comfortably and easily with the participants and maintain a neutral position. The primary function of a facilitator is to guide the group through the activities, encouraging participation and giving each person the time and space to contribute. Although the rules for each activity are designed to maximize participation through the encouragement of spontaneous and creative thinking, the facilitator is the key person for maintaining a climate in which all of the participants will feel free to offer their ideas.

A facilitator also needs to be able to work independently, to initiate tasks, and to carry out responsibilities without supervision. Arranging for and setting up the meeting areas, preparing materials, and developing a clear sense of the purpose and sequence for the activities are all important planning and organizing activities that precede each of the sessions.

Free time is essential for a facilitator to complete the tasks which are necessary before and after the **Games** sessions.

In addition to the time required for the three sessions of **Games,** the facilitators also need time in which to read the manual, organize the meeting area, prepare materials, and at the end, prepare the outcome report for presentation to the program planning group. Secretarial assistance is needed for duplicating materials and for preparing the outcome report.

When considering potential candidates for the role, note that the facilitator should not hold an official position such as a principal or an officer of parent or teacher groups. The authority vested in such roles interferes with free and flowing participation by the players.

TO THE FACILITATOR

Welcome to **Games!**

This manual has been designed to help you understand your role and to provide suggestions for meeting the responsibilities of the facilitator. Two sections, **On Being a Facilitator** (page 16) and **Typical Situations a Facilitator Will Encounter,** (page 18) contain background information about the nature of the role as well as behaviors which you will be able to use in facilitating the activities.

The **Order of Games,** on the opposite page, should be reproduced as a chart and used in the introduction activity to familiarize participants with the format for the three sessions. Note the time periods allocated for each activity. The importance of these periods is explained in **On Being a Facilitator.**

The **Games** plan explains the content for each activity, the outcomes, and the relationship of the activity to another. The interrelationships among activities are an important feature of **Games.** Each activity builds on the outcome of the previous one.

Organizing the Activities contains detailed descriptions of the rules and procedures for implementing each activity. The rules should not be modified. They are designed to keep the pace lively and to encourage participation by all the players.

Planning and preparation of materials before each session are essential to the smooth flow of activities and the transitions between activities. The space for facilitator's notes in the **Organizing** section should be used for writing what has to be done for planning and preparation.

Read the manual several times. Be sure you understand the function of a facilitator in relation to the group. You are neither a group leader nor a participant. Nevertheless, your role is critical to the success of **Games. Games** should be an enjoyable experience both for you, the facilitator, and for the participants.

ORDER OF GAMES

TIME (minutes)	ACTIVITY	SETTING
SESSION I (125)		
10	1.1 Introduction	Total group
20	1.2 Brainstorming	Total group
20	1.3 Brainstorming	Total group
15	1.4 Clustering	Committee
	Break	
10	1.5 Presenting and Approving Categories	Total group
20	1.6 Advocacy	Total group
20	1.7 Paired-weighting	Total group
10	1.8 Planning	Total group
SESSION 2 (90)		
30	2.1 Brainstorming	Small Groups
15	2.2 Regrouping	Committee
	Break	
30	2.3 Brainstorming	Small groups
15	2.4 Consensus	Total group
SESSION 3 (85)		
20	3.1 Brainstorming	Total group
20	3.2 Brainstorming	Small groups
15	3.3 Regrouping	Facilitator and Recorder
	Break	
15	3.4 Review	Total group
15	3.5 Summary	Total group

GAMES PLAN

SESSION 1	PROCESS
1.1 **Introduction** Total group 10 minutes	Facilitator presents an overview of **Games:** • Reads the sequence of activities from the chart. • Describes the products of each activity. • Defines the facilitator and recorder roles. • Selects volunteers for recorder (optional).
1.2 **Brainstorming** Total group 20 minutes	Facilitator introduces the topic: "In this activity you are going to brainstorm for **what students in this school are doing well.** Consider all aspects of the school program that take place in classrooms and outside of classrooms. Consider personal growth as well as academic achievement, and all student activities before, during, and after school that are related to the school program. Do not identify individuals - students, staff, or parents."
1.3 **Brainstorming** Total group 20 minutes	Facilitator introduces the topic: "In this activity you are going to brainstorm for **what students in this school are not doing well.** Again, consider all aspects of the school program and do not identify individuals."
1.4 **Clustering** Facilitator and two committees with two or three participants in each 15 minutes	The committee reviews the lists from 1.2 and 1.3 separately, identifying similarities among the items. No more than ten categories are defined for clustering the items. If possible, the categories are worded so that items from both lists can be clustered within a single category. The committee records the categories on a chart for presentation to the group. Remaining participants adjourn to an area removed from the committee.
Break	
1.5 **Presenting and Approving Categories** Total group 10 minutes	Facilitator reads categories from the charts and describes how the items from the lists (1.2 and 1.3) were grouped to develop the categories. The group may suggest revisions in the groupings or rewording of the categories. No items may be deleted. Each category must be approved by each member of the group, if possible. If consensus is not achieved for a category by the end of the time period, the original grouping and wording used by the committee is used.
1.6 **Advocacy** Total group 10-20 minutes (depending on the number of participants who advocate)	Participants have five minutes in which to prepare statements. Each participant has a 30-second time period to advocate for or against a single category.
1.7 **Paired-weighting** Total group 20 minutes	Individuals independently assign priority ratings to each category and record the results on a master list. The facilitator totals the results on the master list and reports to the group.
1.8 **Planning** Total group 10 minutes	Group selects the categories to be used in session 2 in order of the priorities established in paired-weighting. Group quickly brainstorms for sources of data that can be gathered for each category. Participants volunteer for or are assigned data-gathering responsibilities.

OUTCOME	RELATIONSHIP TO THE NEXT GAME
1.2 A list of ways in which students are succeeding in the program.	This list will be compared with the list generated in the next activity.
1.3 A list of ways in which students are not succeeding in the program.	This will be compared with the list from the preceding activity and categories for organizing the information will be defined.
1.4 A list of categories containing ways in which students are succeeding and not succeeding in the program.	This list of categories will be expanded, if necessary, and approved.
1.5 A list of categories which has been approved by the group.	The list of categories will be the agenda for advocacy and paired-weighting activities.
	Awareness of individual's opinions about each of the categories is input for paired-weighting.
1.7 A list of categories rank ordered by importance.	Each category will be analyzed in session 2.
1.8 A list of sources for data that are related to the categories, and individuals with responsibility for gathering the data.	These data will be used by the small groups in defining problems and causes.

GAMES PLAN

SESSION 2	PROCESS
2.1 **Brainstorming** Small groups (heterogeneous, with staff, students, and parents in mixed groups) 30 minutes	Facilitator meets with the total group and assigns participants to small groups using the counting procedure. Facilitator introduces the topic for small group meetings: "In the small groups, first you are going to define problem statements in relation to each of the categories. Second, you are going to brainstorm for the causes contributing to each problem statement." The facilitator: ● Defines problem statements and causes (see **Organizing the Activities,** Brainstorming 2.1). ● Reads list of categories ● Briefly describes data available for each category ● Assigns categories to groups ● Designates areas for small group meetings ● Gives data to the group facilitators Small groups convene and assistant facilitators begin the brainstorming. (See **Organizing the Activities,** Brainstorming 2.1.)
2.2 **Regrouping** Facilitator and two committees with two or three participants in each 15 minutes	Facilitator and three or four participants make two copies of each chart from the small group meetings. One copy of each chart is hung in the areas where the small groups will convene in the next activity (2.3). Remaining participants adjourn to an area removed from the committee.
Break	
2.3 **Brainstorming** small groups (homogeneous, with staff, students, or parents in separate groups) 30 minutes	Facilitator announces meeting areas for small groups. Assistant facilitators introduce the topic: "In this activity you will work with the problem statements and causes developed in the last brainstorming activity. Do not change the problem statements. Review the causes under each problem statement. You may add causes if you feel that is necessary. Do not change or modify causes that already are listed."
2.4 **Questions, Clarifications, Consensus** Total group 15 minutes	Questions and clarifications: Each of the assistant facilitators reads the causes developed for each problem statement. Questions may be asked by anyone in the participant group. The assistant facilitator or members of the small groups answer questions and make clarifications, if necessary. Causes may be added only with the approval of every member of the total group. Causes may not be modified or deleted. Consensus: The facilitator reads the items from the three lists. A participant may select one-third of the items under each problem statement as the most important causes of that problem. As the facilitator reads each item, participants raise their hands if that item is one of their choices. The facilitator notes the number of raised hands by the side of each item. When the consensus procedure is complete, the facilitator numbers the items in the order of importance.

OUTCOME	RELATIONSHIP TO THE NEXT GAME
2.1 A list of problem statements and causes contributing to each problem statement.	The causes will be examined in terms of available resources that can be used for improving the program.
2.2 Charts for each small group meeting.	
2.3 A list of causes for each group — staff, students, parents — which has been reviewed and approved by that group.	The list of causes will be reviewed by the total group.
2.4 A list of causes rank ordered by importance.	The list will be used in brainstorming about available and potential resources that can be used to improve the school program.

GAMES PLAN

SESSION 3	PROCESS
3.1 **Brainstorming** Total group 20 minutes	Facilitator introduces the topic: "During the preceding activities you identified the causes contributing to each problem statement and ranked them according to importance. Now, you are going to identify the resources that are being used currently to reduce or eliminate those causes. We will discuss each cause in the order of importance that was assigned to them in the last activity." Facilitator reads a cause and the group identifies resources that are being used.
3.2 **Brainstorming** Small groups (homogeneous, with staff, students, or parents in separate groups) 20 minutes	Facilitator introduces the topic: "In this activity you are going to identify resources which are **currently unavailable** but could be used to deal with each of the causes. As I read each cause, you identify the resources which you think could be used. Remember, you are brainstorming, so give free rein to your imagination."
3.3 **Regrouping** Facilitator and Recorder 15 minutes	Facilitator and recorder develop charts for each cause with the following information: CAUSE — AVAILABLE RESOURCES (What is currently used) — POTENTIAL RESOURCES (What could be used)
Break	
3.4 **Review** Total group 15 minutes	Facilitator introduces the topic: "These charts are a summary of the work which you have done during the preceding activities. Now, you are going to review these charts and add to them if you want to."
3.5 **Summary** Total group 15 minutes	Facilitator presents and reviews materials that will be included in the outcome report of the **Games** activities. The materials included are: • The list of categories in order of importance (1.7). • The list of problem statements and causes in order of importance (2.4). • The list of available and potential resources that could be used to deal with each cause (3.4).

OUTCOME	RELATIONSHIP TO THE NEXT GAME
3.1 A list of resources currently being used to deal with each of the causes.	The list will be used to identify additional resources which are needed to deal with the causes.
3.2 A list of resources (currently unavailable or unidentified) that could be useful in dealing with each cause.	The list of resources generated in 3.1 and 3.2 will be summarized in the form used for the outcome report.
3.3 A summary chart of causes and resources (available and potential).	The summary will be reviewed by the group, expanded, if necessary, and approved.
3.4 A summary list of resources (available and unavailable) for use in dealing with the designated cause.	This summary list will become part of the outcome report.
3.5 The outcome report of information generated during the **Games** activities.	The report is made available to groups responsible for program planning.

ON BEING A FACILITATOR

THE PHYSICAL ENVIRONMENT

The physical arrangement of the players is important. The group is seated in a half-circle facing the recorder. The charts used by the recorder are in full view of each player. Be sure there is a space of at least five feet between the recorder and the nearest player. The group should not be crowded against the recorder.

The meeting room should be large enough to allow the facilitator space to move around in the center of the group and to walk around behind the players. Try to avoid seating players behind each other. Players should feel they have direct access to the facilitator.

Do not seat players in a circle, around a table, or in any closed arrangement. Players need to be able to look at each other comfortably when talking. They must also have a direct line of vision to the recorder. Players continuously refer to the record during each activity.

TIMING

Start each session on time and complete each game within the time period. Sometimes activities will be completed in less time than is allocated. Factors which will affect the length of a game are the size of the group, the number of problems or causes the group identifies, and the number of persons who choose to advocate. When a game is complete, begin the next one.

Players like the efficiency of **Games** and timing is an essential part of the overall design of the process. The pace should be lively and smooth but not rushed.

BODY LANGUAGE

To be effective as a facilitator you must coordinate body language with oral language. The manner in which you hold your body, the gestures you make, where you stand in relation to the group, your facial expressions, the tone of your voice, in addition to what you say, all contribute to the message that you convey to the group.

Body language and oral communication are, in a sense, two sides of the same coin. We all use body language that complements our words whenever we are communicating with others. We use it when we are talking to ourselves. Fortunately, the meaning or intent of most body language is commonly understood.

As a facilitator, you need to develop a repertoire of gestures that accurately convey the meaning which you intend. Think of yourself as an orchestrator of communication among the players and between the players and the recorder. Through the gestures you use, the players should feel the flow of the meetings.

Don't confine yourself to one area. Feel free to use all of the space in the meeting room. Move about in the center of the group. Often group participation can be facilitated best from the area around and behind the group. If participation is flowing, you can stand to the side of the group and acknowledge the order of participation from there.

If you refer to a specific item on the charts, be sure to move to the chart and indicate where the item is located.

The activities in **Games** are fast-paced and lively. This means you won't have much time to consider which gestures are most appropriate. Therefore, it is a good idea to have some practice in using gestures before beginning as a facilitator.

A list of "typical" situations and facilitating comments that can be used in each of these situations appears on the following pages. Rehearse these comments using the appropriate body language. A small amount of practice will establish the connection between the comments and the gestures and will make you more confident and relaxed as a facilitator.

BEING NEUTRAL

Don't mix facilitator and player roles
As a facilitator you might have information which you feel is important to share with the group. But avoid stepping out of the facilitator role, if possible. First, hold off awhile and be certain that your contribution is essential to the success of the group. If it is, alert the group that you are changing your role to become a player. Likewise, when you step back into the facilitator role, be sure the group is aware of it.

Don't make decisions for individuals or the group unless you check with them for approval
A group may not respond in a brainstorming game. As the facilitator, you could perceive the session should be ended, but no one is willing to suggest that. You may suggest it. But check with the group. Ask them to talk about your suggestion and accept it, reject it, or modify it. Then, abide by the group's decision.

A player may have difficulty with rephrasing a contribution for the recorder. You or one of the players may paraphrase the contribution. But check it out with the contributor before it is recorded.

Avoid open confrontations with players
A player may object to something you do or say as a facilitator. You may feel the criticism is accurate and correct the situation. But you may feel the objection is questionable. In that case, don't respond directly to the player. Throw the criticism open to a group discussion. Ask for comments. Quickly survey the group, summarize their responses, and act on them.

Some players may ignore the rules for games such as brainstorming and criticize others' contributions. If you have tried other approaches and failed to affect the behavior, it may be necessary to confront the player in front of the group. As a facilitator, your role is to create the time and space for the group to deal with the problem. (I feel that Harry's criticisms are making it difficult for us to get our ideas out.) But check it out with the group. (What do the rest of you feel?)

In any situation when the group steps outside of the format of an activity, minimize the effect of the interruption on the **Games** process. Deal with the problem quickly. Call on each player and ask if he or she would like to say something. Summarize the comments and return to the format.

Don't feel that you are responsible for the success of Games
Groups can decide to discontinue **Games** after a few activities. Participants also can fail to respond in the brainstorming games. Whatever the circumstances, if the group is not participating, the role of the facilitator is to help the group's members make a decision about what they want to do.

TYPICAL SITUATIONS A FACILITATOR WILL ENCOUNTER

As a facilitator you may encounter situations in which your response is very important for establishing the spirit and rules of **Games** and maintaining the flow of activities. Some of these situations are described below, followed by comments which a facilitator can use.

The basic idea is to be positive and supportive in all of these situations. For example, some people initially participate in **Games** as they do in other types of meetings — making lengthy statements and criticizing or judging other person's contributions. In these situations, the facilitator will have to define or clarify the rules. Other individuals may be reluctant to participate and the facilitator in these situations will have to provide the time and space for them to contribute. Sometimes one person can dominate an activity and interrupt others. In these cases the task of the facilitator is to deflect the behavior without limiting the person's contributions.

The person who dominates the group, carries on a lengthy monologue, and interrupts others

"Right, you've given that information already. Here it is on the chart."

"Could you give us that as briefly as possible?"

"Could you state that so Anne can record it?"

"Can you hold that for a moment, Art? I'll be getting to you."

"Sam, we're going to get everyone's ideas out. Hold on just a moment."

"Okay, Stan, you are next after Mike and Josie."

The person who criticizes others' contributions

"Wait a minute, we're going to advocate for or against the items later on. You will have a chance to say what you want to then."

"Right now we're trying to get out as many ideas as possible. We'll evaluate them later."

The person who is reluctant to participate

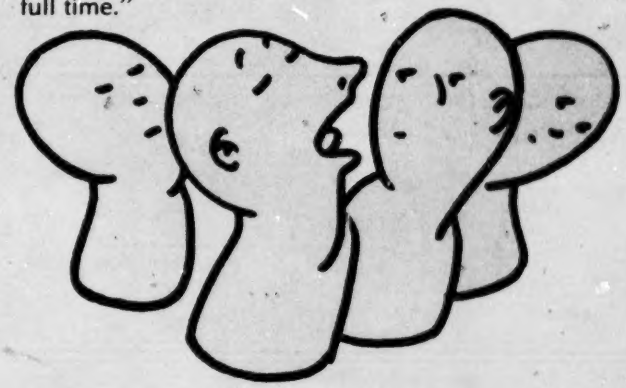
"What do you think about this, Bob? I'll get back to you in a minute. What do you think Alice?" (Refer the second question to someone who is requesting to be acknowledged.)

The person who leaves early

Before beginning the introduction, find out how many people plan to leave early. If one or two are leaving, begin the introduction. If several are leaving, decide whether the meeting should continue afterwards. Several people leaving early can dampen the enthusiasm of those remaining.

The person who leaves to do other business and returns during the meeting

If you know of persons who do this frequently at meetings, check with them before and request that they defer other tasks during the three sessions. When a leaver returns, "Hey, could you defer other tasks until after the meeting? We need everyone in the group full time."



When you paraphrase a contribution
"Let me see if I can condense that for recording on the chart — is that accurate?"

The person who comes late
"Hello, Stan, we're glad to see you. Sit here and read what we've worked on. We are brainstorming the question at the top of the record sheet."

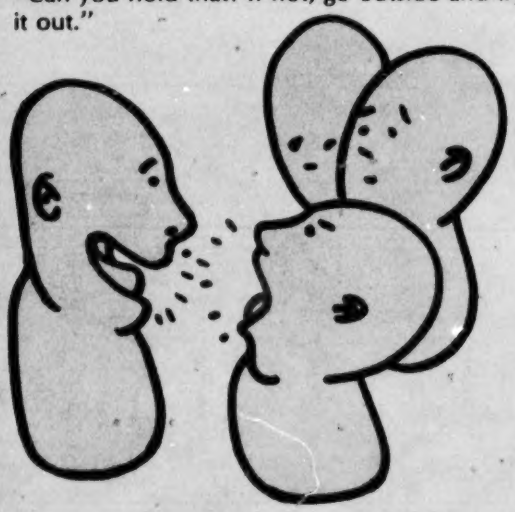
The person who carries on a conversation with other players
"Sam, we need everyone to focus on the question. Otherwise, we will spin off our energy in different directions."

"Would you like to share with the rest of the group?"

"We have a lot of work to do. Would you like to go outside and talk?"

Two persons who have a disagreement
"What's the problem? Can you make a suggestion which we could record?"

"Can you hold that? If not, go outside and try to work it out."

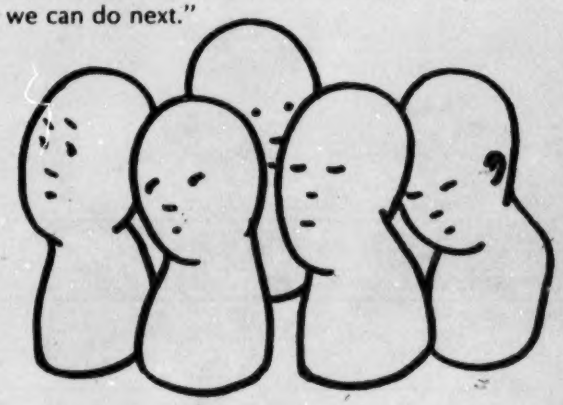


When no one contributes
Remember you are not responsible for the success of **Games.** Your job is to facilitate. Avoid filling the silence by talking yourself. Also, avoid making decisions about what to do. Make suggestions only tentatively and check with the group to see if they are willing to go along with your suggestion.

"Is there a problem or are you thinking?"

"Are you unclear about the task? Can I help?"

"It seems we've slowed down. I need some help about what we can do next."



ORGANIZING THE ACTIVITIES

GENERAL PREPARATIONS

FACILITATOR'S NOTES

PURPOSE:

To prepare materials and meeting areas prior to the beginning of **Games.**

PROCEDURES:

Facilitato arranges for meeting areas that will accommodate both the total group and small groups (2.1, 2.3).

- Estimate the total number of participants and divide by six or eight to determine the number of small groups to be accommodated
- Small groups may meet in the same area if they face different directions and the noise level will not distract from participation in the activity
- Include a few extra chairs for latecomers to avoid disruptions after the activity has begun
- Areas should be defined for the group breaks (1.4, 2.2, 3.3) which are separate from the areas where the committees work

Facilitator gathers materials including:

- Chart boards and paper for each group meeting
- Masking tape for each recorder
- Flow pens (at least two colors) for each recorder
- Name tags (if group members are unfamiliar with each other)

Procedures for organizing and facilitating most of the activities are included in this section. Three activities (1.5, 2.2, 3.3) are not included. Procedures for these activities are covered in the **Games** plan.

FACILITATOR'S NOTES

SELECTION AND USE OF ASSISTANT FACILITATORS AND RECORDERS

PURPOSE:

To prepare assistant facilitators and recorders for their roles in **Games.**

PROCEDURES:

Facilitator selects assistant facilitators from staff, parents, or other community groups.

- Use staff and parent groups for recommendations and volunteers. Meet with these groups and describe the qualifications and commitment required.
- Meet with each candidate, describe the role, and answer questions
- Select facilitators

Facilitator trains the assistant facilitators

- Assistant facilitators attend the first session as participants and/or observers.
- Lead facilitator meets with the assistant facilitators after the first session to discuss their role and familiarize them with materials and areas to be used for small group meetings.
- Assistant facilitators set up small group areas prior to the beginning of session 2.

Facilitator selects recorders from staff, parents, or other community groups.

- If recorders are participants in **Games,** different recorders should be used for each activity.
- If recorders are not participants in **Games,** the same recorder may be used for all of the total group activities with additional recorders for small group activities.

Facilitator trains the recorders.

- Recorders should be familiar with the information in **Recording** and in **Organizing the Activities**
- Recorders should be able to print quickly and clearly with the flow pens.
- Recorders direct all requests for restatements and other questions to the facilitator.
- Recorders work with the facilitator and committee members in activities 1.4, 2.2, and 3.3.

FORMING SMALL GROUPS

FACILITATOR'S NOTES

PURPOSE:

To form small groups for brainstorming activities. The size of the group is important. Six to eight persons with a facilitator and a recorder in each small group is ideal. The smaller the group, the more opportunity each person has to contribute.

PROCEDURES:

- Formation of small groups should be done quickly and without confusion. The facilitator points to individuals as they count up to the number of small groups to be formed; e.g., for three small groups - 1, 2, 3, 1, 2, 3, etc.
- Preparation for meeting areas that can accommodate the groups should be completed beforehand; ie., seating arrangement, recording charts, pens, and masking tape.
- The facilitator and recorder for each small group should be ready to convene the activity as soon as participants arrive in the area.

FACILITATOR'S NOTES

RECORDING

PURPOSE:

To produce a "group memory" which all participants can refer to.

PROCEDURES:

The topic for each session is written at the top of the initial record sheet and placed in full view of the group **prior** to the beginning of the activity.

- Additional record sheets for an activity are headed by an abbreviated statement of the topic.
- All contributions are recorded.
- Participants paraphrase their own contributions for recording.
- If participants need assistance in paraphrasing, the facilitator may suggest an idea or ask another participant to suggest an idea.
- The contributor has final approval of any suggestions for paraphrasing.
- The recorder may ask the facilitator for a restatement of a contribution.
- Participants check the record for accuracy.
- Adjacent contributions are recorded in different colors.
- Each contribution is recorded completely on one record sheet. No contributions are begun on one sheet and continued to another sheet.
- Each completed record sheet is hung in full view of the participant group.

INTRODUCTION (1.1.)

FACILITATOR'S NOTES

PURPOSE:

To familiarize participants with each other and with an overview of **Games.**

PROCEDURES:

- Facilitator prepares the room prior to the meeting. A chart listing the activities for all three sessions (see page 9) is displayed in front of the group. Be sure there are extra chairs available for latecomers.
- Facilitator greets participants and distributes name tags.
- Participants are seated.
- Facilitator introduces self and reads the activities from the chart.
- Facilitator describes outomes and the relationship of an outcome to the next activity (see **Games** plan).
- Facilitator describes role of recorder. (See **RECORDING** in this section.)
- Facilitator describes own role including th following points:
  - — Guides the group through the activities
  - — Is not a participant
  - — Is a neutral servant of the group
  - — Participants should feel free to give the facilitator feedback about the effectiveness of the role

FACILITATOR'S NOTES

BRAINSTORMING (1.2, 1.3, 2.3, 3.1, 3.2)

PURPOSE:

To generate as many contributions about the topic as the group can offer. The time limit is important. Participants are more creative and productive when working against a deadline.

PROCEDURES:

- Recorder with chart is located in front of the group.
- Topic is written at the top of the record sheet.
- Facilitator explains procedures:
  - — Each participant's contributions are accepted and recorded.
  - — Creative and unusual ideas are encouraged.
  - — Critical remarks or judgments about contributions are not appropriate since they tend to inhibit participants' willingness to be spontaneous and creative.
  - — Facilitator will determine the order of participation.
  - — If contributions are too lengthy for recording, the facilitator will ask participants to paraphrase remarks for recording.
  - — Facilitator will conclude the activity within the specified time period.
- Facilitator introduces the topic (see **Games** plan) and activity begins.

BRAINSTORMING (2.1)

FACILITATOR'S NOTES

PURPOSE:

(1) To develop "problem statements" in relation to students' needs which are based on the categories generated in activity 1.5; and (2) to brainstorm for the conditions contributing to those problems.

PROCEDURES:

The procedures for **Brainstorming** 1.2 are used in this activity. Other procedures specific to this activity are:

- Facilitator defines the two steps listed above in **Purpose.**
- Facilitator defines "problem statement" as a statement describing a category in relation to students' needs. Use the following sentence stem to develop problem statements:

  "Students in this school. . ."

A problem statement **does not** include:

  — Mention of resources

  — References to what staff or the school does or does not do.

- Facilitator defines causes as all factors contributing to the problem.

Examples of problem statements:

  — **Students in this school** are dropping out in increasing numbers before completing the tenth grade.

  — **Students in this school** need more guidance for planning their programs in relation to career goals.

  — Over one-half of the **students in this school** are reading below acceptable levels.

FACILITATOR'S NOTES

CLUSTERING (1.4)

PURPOSE:

To condense the information on the lists generated in activities 1.2 and 1.3 into categories that can be assigned priority ratings.

PROCEDURES:

- Facilitator requests volunteers (two or three) from participant group.
- Committee uses the following procedures for reviewing the lists separately and consecutively.
  - — Read each list and identify similarities among the items on each list.
  - — Identify categories (ten maximum) for what is going well; e.g., in basic skills, staff development, career guidance.
  - — Identify categories (ten maximum) for what is not going well.
  - — If necessary, revise the wording for categories to include all of the items identified within a category.
  - — Compare categories from the two lists and reword them, if possible, to make the two sets compatible.
  - — If necessary, reduce the total number of categories to no more than ten for the paired-weighting activity.
  - — List each category on a separate chart and identify the items included (by numbers or abbreviated references).

ADVOCACY (1.6)

FACILITATOR'S NOTES

PURPOSE:

To develop awareness of individuals' opinions about each of the categories as input for the paired-weighting activity.

PROCEDURES:

- Each person has a 30-second time period to advocate for or against the importance of a single category.
- Facilitator indicates the order of advocacy.
- After each person has the opportunity for one advocacy period, the facilitator acknowledges participants for a second round of advocacy, and so forth until all participants have had the opportunity to advocate.
- Participants have only one opportunity to advocate for or against a single issue.
- Facilitator gives a 10-second notice after 20 seconds of each time period.

FACILITATOR'S NOTES

PAIRED-WEIGHTING (1.7)

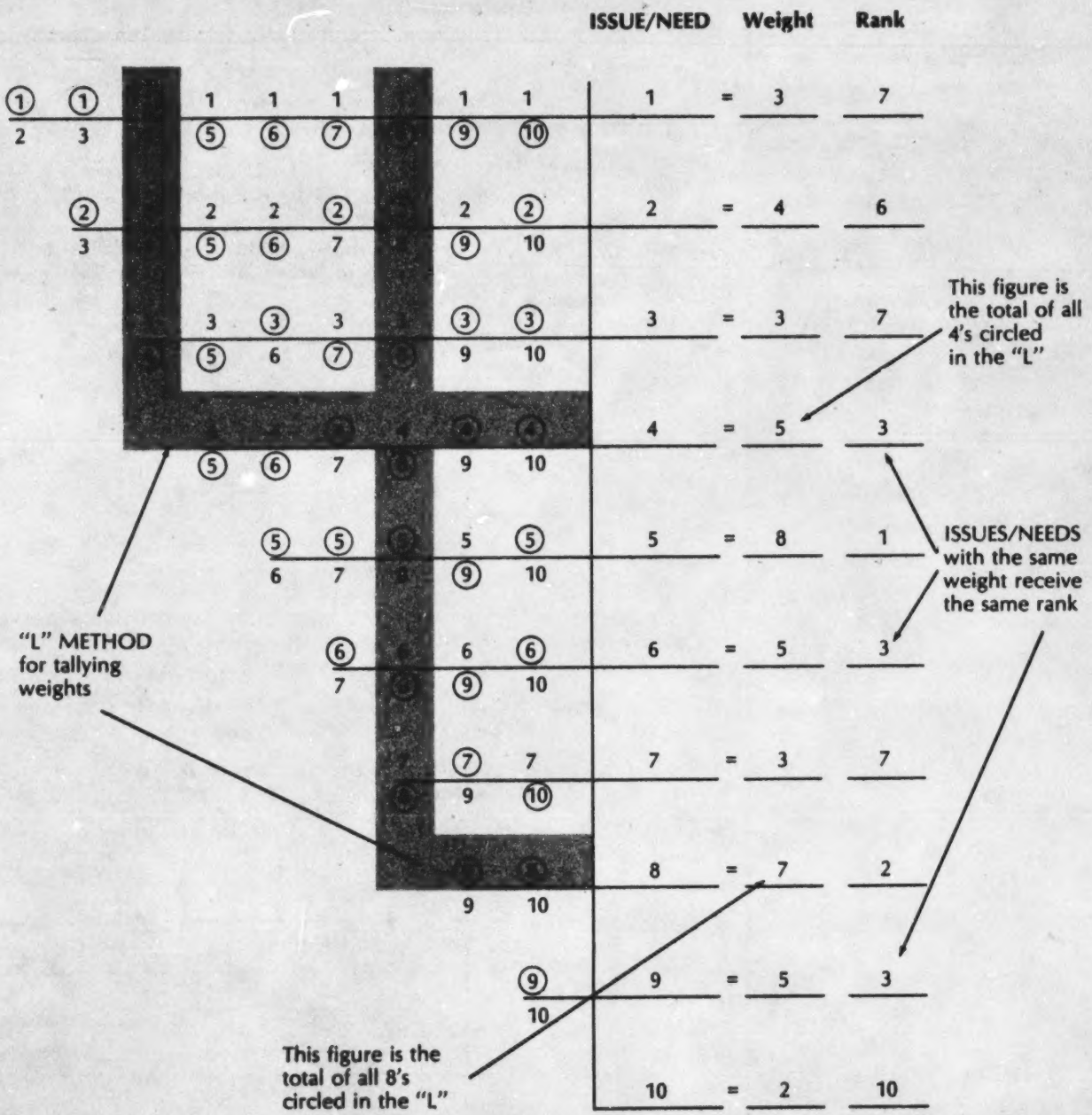
PURPOSE:

To rank the categories in order of importance for program improvement.

PROCEDURES:

- Facilitator reads and numbers the list of categories prepared during the clustering activity (1.4). This list is on a chart hanging in full view of the participants.
- Facilitator distributes one paired-weighting procedure form (duplicates of form on page 37) to each participant.
- Facilitator leads the group through the paired-weighting procedure using two steps:
  - — Facilitator reads the category for the number above the horizontal line.
  - — Participants compare the category (numbers above the line) with the other categories (numbers below the line).
- Note that the facilitator sets a pace for the procedure which is based on a 10-second interval for each comparison on a line. The pace is important. Otherwise, participants are apt to become confused or ponder over judgments too long and become indecisive.
- Facilitator implements the paired-weighting procedure using the following instructions:
  - — "The numbers above and below each horizontal line (to the left of the vertical line) refer to the categories on the chart with the same number.
  - — Note that one number only appears in each position above a horizontal line but the numbers below each horizontal line are a progression ranging from two to ten."
- "Read category number one." (Facilitator reads issue aloud.)
- "Now compare each of the remaining categories on that line with category number one as follows:
  - — Read category number two.
  - — If category number one is more important than category number two, circle number one above the line.
  - — Or, if category number two is more important than category number one, circle number two below the line.
  - — Now, read category number three and compare with category number one. Circle the number of the category which is more important — one above the line or three below the line.

TALLYING WEIGHTS ON THE PAIRED-WEIGHTING PROCEDURE FORM


ISSUE/NEED
Weight
Rank
1 = 3 7
2 = 4 6
3 = 3 7
4 = 5 3
5 = 8 1
6 = 5 3
7 = 3 7
8 = 7 2
9 = 5 3
10 = 2 10
This figure is the total of all 4's circled in the "L"
ISSUES/NEEDS with the same weight receive the same rank
"L" METHOD for tallying weights
This figure is the total of all 8's circled in the "L"

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FACILITATOR'S NOTES

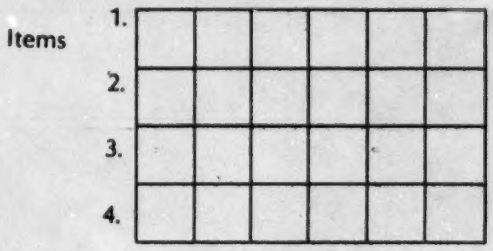
PAIRED-WEIGHTING (1.7)

— When you are finished, please wait before going on to the next line. The group will complete each line together.
(Facilitator allows time for the group to finish the line. Ten seconds for each comparison.)

— Now, we will compare category number two.
(Facilitator reads category number two.)

— Complete the line.
(Facilitator reads the category for each successive line and repeats the instructions.)

While the goup is completing the procedure, the recorder hangs up a chart with spaces for individual participants to record the weights for each item. The chart has been prepared prior to this activity.



Weights

- When the procedure is completed, participants total the number of circles above each horizontal line and write the number in the space labeled "weight" using the "L" method shown in the diagram.
- Each participant goes to the master chart and records the weights for each line on the master chart. The recorder assists participants, if necessary.
- Facilitator tallies weights on the master chart and records the total in a column at the right side of the chart.
- Facilitator records numbers of the categories in rank order on a separate chart as follows:

RANK	ISSUE	WEIGHT

PLANNING (1.8)

FACILITATOR'S NOTES

PURPOSE:

To identify data that can be used in session 2 and participants who are responsible for collecting the data.

PROCEDURES:

- Briefly brainstorm for data that are relevant and available for each category. (Recorder lists the data for each category.)
- Request volunteers or assign individuals responsibility for gathering the data. (Recorder lists names with the data identifications.)
- If possible, identify the source for each type of data.
- Identify a person, place, and deadline for assembling the information.
- Facilitator has responsibility for assuring that the data are collected, organized, and duplicated (if necessary) for use in session 2.

FACILITATOR'S NOTES

CONSENSUS (2.4)

PURPOSE:

To rank the causes of each need statement in order of importance.

PROCEDURES:

- Facilitator numbers the causes on the lists for each problem statement.
- Facilitator reads one cause and asks for a show of hands by the participants who select this cause as important.
- Each participant may choose one-third of the total number of causes on the list. For example, if there are ten causes to be ranked, each participant may choose three. For 12 causes, choose four, and for 13 causes, choose four, and so forth.
- Facilitator writes the number of raised hands by each cause.
- When the consensus is completed, the facilitator (on a separate sheet) lists the numbers of the causes in order of importance and reviews the list with the group.
- After the session is concluded, the causes are typed in order of importance under the heading: Rank Order By Importance of Causes of (. . .list the issue/need. . .). This is one section in the outcome report.
- Note: a separate list of causes is typed for each issue/need.

SUMMARY (3.5)

FACILITATOR'S NOTES

PURPOSE:

To present the format and content of the outcome report to the participants.

PROCEDURES:

- Facilitator and recorder hang the following outcomes in full view of the group.
  - — List of categories ranked according to importance (outcome of 1.7).
  - — List of problem statements and causes for each problem ranked according to importance (outcome of 2.4).
  - — List of resources being used to deal with each cause (outcome of 3.1).
  - — List of resources, unavailable or unidentified, which could be used (outcome of 3.2).
- Facilitator reads the information on each chart.
- Facilitator notes that the dates of the sessions and the names of participants will be included in an opening paragraph (see Follow-up).

FACILITATOR'S NOTES

FOLLOW-UP

PURPOSE:

To assure that the outcome report is typed and presented to groups and/or individuals involved in program planning activities.

PROCEDURES:

- Facilitator develops a list of persons and/or groups involved in program planning activities.
- Facilitator uses secretarial services to type information from the outcome charts included in the report (see Summary).
- Facilitator completes the following paragraph to be used as the introduction to the outcome report:

  On **(first session), (second session),** and **(third session),** the following group of persons met to analyze the needs for program improvement at **(name of school).** (List of participants.)

The group first identified categories for program improvement and ranked them according to importance. Then, problem statements based on the categories were defined and the causes for each problem statement were identified and ranked according to importance. Finally, two types of resources were identified — those currently being used, and those unavailable or unidentified, which could be used.

All of this information is included in the following report. (See Summary for the outcomes to be included here.)

- Facilitator has responsibility for distributing copies of the completed report to the persons identified above.

PAIRED-WEIGHTING PROCEDURE FORM

	Category	Weight	Rank
1 1 1 1 1 1 1 1 1 / 2 3 4 5 6 7 8 9 10			
2 2 2 2 2 2 2 2 / 3 4 5 6 7 8 9 10			
3 3 3 3 3 3 3 / 4 5 6 7 8 9 10			
4 4 4 4 4 4 / 5 6 7 8 9 10			
5 5 5 5 5 / 6 7 8 9 10			
6 6 6 6 / 7 8 9 10			
7 7 7 / 8 9 10			
8 8 / 9 10			
9 / 10			

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